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**Grade Levels**

This lesson can be adapted to grades 1-5.

**Introduction**

Folk culture is described as a way of life in which the people of the culture strive to understand and respect nature and their own society. People within a folk culture have a strong desire for personal freedom and to live in a harmonious community. They also have a strong sense of community; they place the community’s welfare before personal welfare. Folk culture is traditionally practiced by small groups of people living in relative isolation or rural areas. These small groups of people are normally self-sufficient and homogenous in race. Two important concepts associated with folk culture is the value of traditions and heritage. The traditions of folk culture are usually passed from generation to generation by means stories, legends, proverbs, rituals, songs, and art.

**Procedural Recommendations**

Build anticipation by playing a folk song as the students enter the classroom. This will be an attention getter to introduce the students to folk culture.

* Ask the students what they already know about folk culture.
* Have students fill out a graphic organizer such as a KWL, throughout the lesson.
* Have students participate in writing a folk tale.
* Have students pick a folk art craft to create and research.
* Have students participate in a simple folk dance.
* Have a speaker come and present a folk story through traditional story telling.

**Applications and Ideas**

The teacher will present the folktale slideshow that describes the types of folktales and their purpose. After presenting the slideshow, the students will be given the task of writing their own folktale. The students will be able to choose one of the four types of folktales that were reviewed in the slideshow. After the class has completed writing their stories, a few students will be asked to volunteer to read their stories aloud. As an extension activity to go along with this lesson, the students could research a piece of folk art online or create their own original piece of folk art to accompany their stories.

**Assessment**

The teacher will use the following rubric to assess the student’s ability to create a folk story:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **1** | **2** | **3** | **4** |
| **Characteristics** | Student did not use any of the elements of a folktale. | Student included minimal elements of a folktale. | Student included most of the elements of a folktale. | Student included all elements of a folktale. |
| **Creativity** | Student created a story with very little creativity. | Student created a story with minimal creativity. | Student created a story that was creative. | Student created a story that was exceptionally creative. |
| **Effort** | Student displayed minimal to no effort. | Student displayed little effort. | Student displayed appropriate effort. | Student displayed exceptional effort. |

**References and Resources**

***Websites***

Folk Tale Slideshow:

**http://www.slideshare.net/skhill/what-is-a-folktale**

American Folklife Center:

**http://www.loc.gov/folklife/guide/preface.html**

Folk Tale Slideshow:

**http://www.slideshare.net/skhill/what-is-a-folktale**

“What Is Folk Culture?” Article:

**http://folkculture.tripod.com/what.html**

Cultural Geography Article:

**http://culturalgeog2.blogspot.com/2008/03/folk-and-popular-culture.html**